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ABSTRACT

The West Virginia project has, in the past year, tried to establish definitive areas of mutual responsibility and to develop specific objectives towards coordinating public libraries and Adult Basic Education (ABE). Specific objectives designed to coordinate services included community agency referral, selection of materials, identification of the information material needs of ABE students and teachers, recruitment, inter-agency cooperation, library orientation transportation for ABE students. Gaining the support of local decision-makers was also considered basic to the success of the project. Five ABE classes and four learning centers with a total of approximately 200 adults in designated areas of Cabell, Wayne and Putnam counties participated in the project. An average of 35 ABE teachers were either directly or indirectly a part of the year's program. The Western Counties Library, six branches and two bookmobiles, cooperated with the model center to make service more effective. The project services to ABE centers were provided on a continual basis since West Virginia ABE classes and learning centers operate on a year-round basis. (This report describes activities, analyzes the data, and explains what happened as a result of coordination and expansion of services. All evidential materials are included in the latter half of the report.) (Author)

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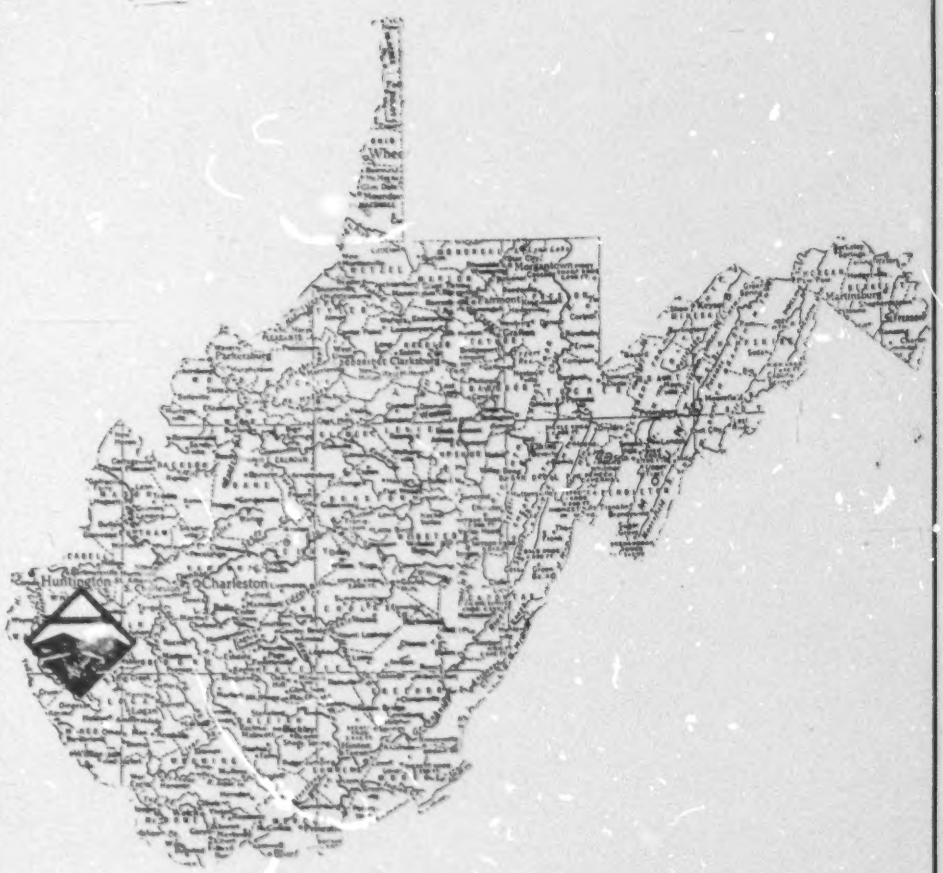
The Interrelating of Library and Basic Education Services for Disadvantaged Adults

Appalachian Adult Education Center

ANNUAL REPORT



HUNTINGTON (SERVICE AREA), WEST VIRGINIA

ED 087401

FINAL REPORT

WEST VIRGINIA MODEL CENTER

A DEMONSTRATION OF THE INTERRELATING OF LIBRARY AND BASIC EDUCATION SERVICES FOR DISADVANTAGED ADULTS

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June, 1973

ABSTRACT
FINAL REPORT

WEST VIRGINIA MODEL CENTER

The major purpose of the West Virginia Center in rural Cabell, Wayne, and Putnam counties was to interrelate and coordinate the existing resources and services of public libraries and adult basic education, and to provide improved services to disadvantaged adults.

Project activities, conducted during the year September, 1972, to June, 1973, involved two types of ABE centers: (1) learning centers, (2) ABE classes in the public school system.

The staff kept daily logs of activities to document the work of the model center. Information and data related to specific objectives have been collected in order to evaluate the services and coordination of two continuing education institutions. This report describes activities, analyzes the data, and explains what happened as a result of the coordination and the expanded services.

The West Virginia model center staff consisted of a project coordinator, a full-time secretary, and three full-time field representatives. The Western Counties Regional Library staff gave fully of their time in support of this project throughout the nine months.

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INTRODUCTION

Public libraries contain vast resources and materials which are of great importance to basic educational programs for disadvantaged adults. Public libraries can supply resources and materials which allow ABE students to use, practice, and apply the basic and coping skills they learn in ABE to possible solution of their daily life problems.

Although public libraries and ABE have coordinated educational services to some extent, coordination of these two continuing education institutions is relatively unexplored. The West Virginia project has, in the past year, tried to establish definitive areas of mutual responsibility and to develop specific objectives towards coordinating libraries and ABE.

Specific objectives designed to coordinate services included community agency referral, selection of materials, identification of the information material needs of ABE students and teachers, recruitment, inter-agency cooperation, library orientation, and transportation for ABE students. Gaining the support of local decision-makers was also considered basic to the success of the project.

Five ABE classes and four learning centers with a total of approximately two hundred adults in designated areas of Cabell, Wayne and Putnam counties participated in the project. An average of thirty-five ABE teachers were either directly or indirectly a part of the year's program. The Western Counties Library, six branches and two bookmobiles, cooperated with the model center to make service more effective. The project services to ABE centers were provided on a continual basis since West Virginia ABE classes and learning centers operate on a year-round basis.

Patrons, librarians, and ABE teachers were questioned initially to determine their needs, interests, and types of library services desired.

For the past year, the ABE library center has been engaged in activities directly related to the specific objectives. The activities have involved staff members as well as ABE and library personnel, and other agencies and organizations.

It is hoped that the following report will provide pertinent information to other ABE and library groups in their efforts to combine services.

PART I

OBJECTIVES 1 and 3
TO IDENTIFY THE MATERIAL NEEDS OF ABE STUDENTS

TO DEVELOP READER PROFILES OF THE UNDEREDUCATED ADULT NEW READER IN COMPARISON WITH THE REGULAR RURAL ADULT LIBRARY USER.

Identification of the materials needs of ABE students was done through a mini-interview conducted by ABE teachers who had an established rapport with the student.

A questionnaire was used during the mini-interview, asking the student what his library services needs and wants were. (See Appendix A) The questionnaire proved to be somewhat useful in determining library needs, although the question,"What do you feel you need to read?," proved to be threatening and was deleted.

A reader profile card was also used during this same mini-interview to determine the reading interests of the student. (See Appendix B). ABE teachers filled in the reader profile card and added the student's reading level to aid project staff in the selection of appropriate reading material to be returned to the student.

A comparison of rural ABE students' and rural library patrons' reading interests using reader profile cards as planned in objective 3 was not feasible and was abandoned. The logistics of collecting circulation data on both groups in a small rural branch library was not possible due to limited time and staff available to complete this objective. Another consideration for abandoning this objective was that the local librarians resisted documenting what they felt they already knew: that the new rural reader reads similar subject matter but needs it at a lower reading level. This similarity is undocumented but,nevertheless,the local librarians feel it is valid from their experience.

The Reader Profile Cards returned from eight ABE classes indicated that material needed for those particular students had to be on an average of a 9.8 reading level. Although students averaged a 9.8 reading level, lower level reading materials were requested and used extensively by these students. Reader profiles also indicated that males wanted hunting information in the fall and car repair manuals all year around. Females wanted cooking, sewing, homemaking, and handicraft information. (See Appendix C)

Coordination of library and ABE services was accomplished through the use of mini--interviews and reader profile cards. When ABE student material needs were identified, materials were taken to class sites by project staff

from Western Counties Regional Library. These material selections were based on expressed reading interests provided by ABE students and reading levels provided by ABE teachers. Providing material to ABE students in their class was an introduction to library services. Students were encouraged to go to the library either as a class or individually to continue using their basic skills.

OBJECTIVE 2

TO PROVIDE BORROWERS' CARDS FOR ADULT BASIC EDUCATION-STUDENT FAMILY MEMBERS.

Since this project's aim was to extend library and adult basic education services to the disadvantaged as a group, we decided to offer library cards to entire family units. No training was necessary since we used the library's standard application form. Only infrequently was a card refused. Most students and their families were happy to have a card and use it.

As new students enrolled in classes and centers, applications for cards were submitted. To facilitate data collection, the letter "A" was put on adult basic education cards. There was no cost involved in this objective. The library made application cards available to the L-AP staff and the cards were filled out by students.

Between October 1, 1972, and April 30, 1973, a total of 288 library cards were issued. Of that number, 227 are adult cards, and 61 are juvenile cards. This is not a true figure of the number of people served during the project. In one area the ABE students were already library users. In another area there was a small community library set up in the learning center through the cooperation of the Huntington Library, Ft. Gay ABE, and the community school in Ft. Gay. Students using this library do not use any library cards.

The usage of these cards eventually brings up a discussion of overdue books and notices. Most students have been returning books on time, but a few have been late. One student received an overdue notice, (first notice is postcard asking that the book be returned since others want it), and has not taken a book since. No amount of talking would convince him that this was a standard form, and not something to be taken personally. Several other students were upset by the notices. But a call from someone on the L-AP staff reminded them that the books needed only to be returned. There were no fines charged. This is a change in regular fine policy. The overdue notices should have been explained when cards were issued. This would have eliminated most problems.

The typing of the library cards was the only expense incurred by this objective. We estimate salary cost at $50 per month to type the library cards and keep track of the files in order to keep our records straight.

When adult basic education teachers began to make the library card application part of registration, we realized that this phase of coordination had been successful and was to continue. Often, teachers would use their new cards to get materials, also. They have discovered a new source of information. The availability of materials helped immensely.

This objective should continue as a regular service since it requires no added funds and is part of our regular library service. This objective has been of primary use in opening channels of communication between adult basic education and library staffs. As we progressed, teachers began to call the library staff, rather than constant L-AP contact.

At our sessions with the AAEC we were warned that the rural disadvantaged had been researched with little or no tangible result. Therefore, the L-AP staff would probably encounter less resistance if we did not mention the fact that this was "another research project." As we continued our added services, students asked more questions about what we were doing and why. We found that complete honesty in answering all questions was best. Everyone became more cooperative and open. The students were a little more willing to fill out bookmarks and respond to questions from L-AP staff.

OBJECTIVE 4

TO ASSESS NEEDS OF ABE TEACHERS

Project staff assessed the needs of ABE teachers to discover what services the library could provide them to help them with their students and their jobs. This assessment was considered vital because no one can plan to extend or increase services without consulting those involved in the extension.

A questionnaire was designed to determine how the library could be of service to ABE teachers. The questionnaires were introduced by project staff at a library-ABE orientation meeting in September, 1972.

Follow-up data collection was done by project staff with each individual teacher to gather information about service needs from the 13 ABE teachers directly involved with the project. One problem in doing the needs assessment was the lack of knowledge ABE teachers had about library services and library materials usage. Personal follow-up was beneficial to the teacher in explaining what libraries can offer ABE.

In retrospect, it is felt that closer coordination would have been facilitated if librarians, not project staff, had collected information from ABE teachers about needed services. The librarian could obtain this information informally with fewer questions at a meeting or with a phone call and be just as effective, perhaps more so.

The following is a compilation of responses from ABE teachers to the needs assessment questionnaire.

QUESTION 1. In what areas could you use more materials for your adult basic education program?

Answer: Vocational and career, fiction

QUESTION 2. Could you use:

Answer:	YES	NO
Booklists	ALL	
Abstracts of current events	ALL	
More information about local library services	ALL	
Information about services of community agencies for your adult students	ALL	
Other		

QUESTION 3. What kinds of library services and materials do you think we need to add?

Answer:
a. high interest-low reading level materials
b. new books
c. more evenings at branch libraries
d. library materials lists

QUESTION 4. Do you have any general comments?

Answer:
a. need a list of library materials and services
b. cooperation of two agencies good idea
c. coping skills materials useful to have
d. community services information
e. library bookshelves in adult basic education classes and centers

The needs assessment provided an initial opening dialogue between project staff and ABE teachers and should be repeated on an informal basis at intervals by local library staff to keep ABE teachers aware of new materials available and librarians aware of new reading information and service needs of students.

OBJECTIVE 5
TO ASSESS NEEDS OF LIBRARY STAFF

A joint library-ABE orientation meeting was held September, 1972, at the Barboursville Branch Library. A needs assessment questionnaire was given to the librarians, and the data was collected at a later date. The purpose of assessing the needs of librarians was to find out what they needed to know about ABE, its teachers, and students, so they could provide appropriate services and materials.

It should be noted that librarians were unfamiliar with ABE as a field, its purpose, structure, and function, and particularly with the characteristics of ABE students and how to approach them. The introduction of one questionnaire gave librarians an opportunity to ask questions about ABE and to find out how they could serve ABE students.

Appendix D is a compilation of the questionnaire from 55 librarians who had attended joint orientation sessions held by the project staff.

OBJECTIVE 6
TO DEVELOP COMMUNITY REFERRAL SERVICES TO HELP ADULT BASIC EDUCATION

The West Virginia project views libraries as information dispersal centers that can provide referral information about community services. A Community Services Handbook was developed by the West Virginia model center to be used by ABE teachers, librarians, and services personnel as a community service information dispersal guide for adults. It was not designed for use by ABE students. The handbook was developed from a prototype compiled by C.J. Bailey of the AAEC.

A great deal of time, effort, and research went into compiling the Community Services Handbook. The resulting directory is a complete listing of all agencies and services available in the metropolitan Huntington-Charleston area. Although this information was of value, it is difficult to measure the usefulness and impact of such an expensive and time-consuming effort. (See Appendix D) After field testing the handbook,

it was discovered that it had limited usage because of its complexity and size. Other feedback indicated that a similar simplified handbook would have been more valuable.

Based on the West Virginia model experience with developing a Community Services Handbook, the following suggestions may be helpful depending on the resources available.

Development of the West Virginia Handbook was experimental. Planning and development were stop-and-start processes, with constant evaluation and reevaluation of methods and procedures.

SUGGESTIONS FOR DEVELOPING A COMMUNITY SERVICES HANDBOOK

1. Develop specific criteria for editing the content of your directory. Examples of criteria are :

   a. type of services (health, social, educational)
   b. type of organization (governmental, civic, religious, business)
   c. cost of services
   d. availability of information (Is the service listed in an existing directory? Does the organization show interest in being listed in the directory?)

2. Decide upon a format for your directory. The West Virginia Model Center has researched three basic formats:

   a. A standardized format classifies each agency's services according to given standard categories which you select. Information gathering techniques are often through multiple choice questions. Agencies can easily be compared when they are characterized in a standard fashion. Indexing is easiest using this format.

   b. An individualized format attempts to describe the particular character of each organization. The writer of the directory discerns that character and presents it. Information is best gathered for this format by personal contact or telephone.

   c. A collective format is simply a collection of public relations literature, founding charters, and legislative enactments describing the procedures and services of different organizations. This format offers a description of the organization in its own words. These sources present the organizational ideal. The actuality must be determined by recording referral experiences.

You may want to combine different aspects of these formats for your directory.

3. Decide upon an approach for gathering information. Talk with people in the field you are describing (a welfare worker in social services, for example) to compile a list of organizations. As you contact organizations for descriptions of their services, request suggestions of additional organizations to list.

4. Plan the directory lay-out:

   a. Decide if you will update information at a later date. One entry per page, unnumbered pages, and a removable binding allow information to be added or removed easily. Personnel and officers change frequently. Listing them in a supplementary enclosure means they can be updated regularly without revising the whole directory.

   b. Decide if you will index services. If so, develop a system of indexing information as you obtain it.

5. Schedule time carefully. Draw charts showing which tasks must be completed before others can begin. Establish cut-off dates for planning, information gathering, editing, lay-out, and printing. Information you gather after your cut-off date or information which falls outside your criteria for this directory, save for a later edition.

When the handbook was completed, it was distributed as follows:

Objective #6 ------ DISTRIBUTION OF DIRECTORIES

Name	Agency	Library ABE Directory	Local Directory	Kanawha Valley Directory	UCS Directory
Fred Glazer	State Library Commission	(1)			
Bill Racer	Parent & Child Center				
	Southwestern CAP	(1)			
Will Harper	United Community Services	(1)			
Mrs. Kelly	Junior League	(1)			
Mrs. Leslie	Kanawha Community Council	(1)			
Mrs. Maybury	Wayne County Dept. of Welfare	(1)			
Chris Johnson	Cabell County Dept. of Welfare	1			
Nancy Taylor	Cabell County Literacy Council	1			
	Library - ABE Project				
	Advisory Board Members	(8)			
	AAEC	(1)			
	Library extension	1	1	1	(1)
	Putnam	1	1	1	(1)
	Wayne	1	1	1	(1)
	Milton	1	1	1	(1)
	Barboursville	1		1	(1)
	West	1		1	(1)
	Ceredo-Kenova	1		1	(1)
	Gallaher	1		1	(1)
	Cabell	3		3	(3)

Objective #6 ------ DISTRIBUTION OF DIRECTORIES (cont'd)

Name	Agency	Library ABE Directory	Local Directory	Kanawha VALLEY Directory	UCS Directory
	ABE Putnam	1	1	1	(1)
	Milton	1		1	(1)
	Salt Rock	(1)		(1)	(1)
	Barboursville	1		1	(1)
	Lavalette	1		1	(1)
	Wayne	1		1	(1)
	Fort Gay	(1)		(1)	(1)
	Vinson	(1)		(1)	(1)
	Ceredo-Kenova	(1)		(1)	(1)
Richard Malcolm		1	(1)	1	
Marshall Kirtley		1		1	
Lowell Knight		1			
		40	6	22	21

Twenty additional Handbooks have been requested and distributed.

As a result of the work done on the Community Services Handbook in the '72-'73 project year, the Western Counties Regional Library has created a position for a community services director. The director will continue information services throughout the five-county region in cooperation with other information dispersal agencies.

OBJECTIVE 7
TO PROVIDE PUBLIC LIBRARY MATERIALS TO ABE STUDENTS AT ABE CENTERS

Providing service and materials to ABE students in cooperation with public library staffs and ABE teachers was the focal point of the project.

A listing of class sites and learning centers was provided by ABE area supervisors. Project staff were assigned specific classes and centers to establish a continuous rapport with students and teachers. Several different delivery methods were used. Project staff personally delivered materials (print and non-print) to ABE students at class sites. Materials selection was based on personal contacts and previously expressed interests recorded on the Reader Profile Cards. Frequently the materials delivered were selected in cooperation with the staff of Western Counties Regional Library. Book deposit collections were also put into learning centers. Bookmobiles were rescheduled to stop at ABE class sites and centers to provide materials to students. This was possible by altering and adding to existing bookmobile schedules. The existing Western Counties Regional Library (WCRL) interlibrary loan/delivery service was extended via station wagon to include deliveries of special request materials to learning centers.

One goal of delivering books to students was to make them aware of alternative sources of information. The ultimate goal was to get students into the library to show them that a broader range of information was available in the library than on the bookmobile or at the class sites. To do this the model center staff arranged, in cooperation with the local Community Action Program and ABE, to have the CAP bus extend its route to include service between the Putnam County Learning Center and the Putnam County Library, which are 13 miles apart.

The following is a brief narrative about how each class or center was provided materials by the model center staff.

1. Putnam County Adult Learning Center -- See Objective 9 regarding transportation to a library. A small rotating collection of new coping skills materials was placed at this learning center. It was not

used as a take-home collection. Students frequently used the materials when they took a break. The weekly library visits provided take-home materials. An L-AP staff member visited this center on the average of three times a month for eight months at an average cost of $50 per month in travel money.

2. Hurricane ABE class -- This class was served by an L-AP staff member for two months. There were so few students that it was closed.

3. Wayne High School Class -- The Wayne High School is approximately five miles out of town, the road is not well lit, and the room was unpleasant. After discussing the situation with the ABE supervisor for the area, WCRL's assistant librarian and a local instructor, it was decided to move the class to the Wayne Library. The local librarian agreed to open the library for this added service. Unfortunately, some of the local library board were not consulted and refused to have the library used for this purpose. After several weeks of discussion the ABE class was moved back to the high school. The ABE supervisor later spoke with the elementary school principal and he graciously opened his school to the class.

The students in this class are non-library users. If a book is brought by the L-AP staff, the students read, but have not been willing to go to the library again after the hassle over using the library. This class is very responsive to non-print materials. They have requested films and filmstrips. The response to someone caring is the most tangible result seen in Wayne.

4. Kenova ABE Class -- This class meets very close to the Ceredo-Kenova Library. The librarian has made every effort possible to serve ABE students, many times with no request by the L-AP staff. "Bring a Friend Night," described by the South Carolina Project Final Report, was attempted here, but few came. The librarian planned a punch party and a tour of the library. After talking with the ABE teacher it was decided that the students were reluctant to enter a new situation. A special bookmobile stop was added shortly after and was used frequently. When the stop was pulled the students were disappointed. The L-AP staff is now encouraging the use of the near-by library. Approximately $50 per month was used in travel money to serve this class.

5. Barboursville Learning Center -- This is a suburban, rather than rural, site. The students have library cards, and are users. A small circulating collection was placed. Students used the library a block away. Forty dollars per month travel money was used to see the students, librarians, and teachers.

6. Old North Milton ABE Class -- There were two regular students at this class. The Milton Library changed their Monday evening hours

to accommodate them. A concentrated recruitment campaign was tried in this area. (See Objective 10 for a discussion of results.) The librarians at Milton spent much time talking about ABE and distributing fliers. They frequently went canvassing door to door. The L-AP staff took materials that were often used in the class rather than checked out.

7. Salt Rock ABE Class -- This class did not start until November. A special bookmobile run was started to serve this class. The students eagerly came and used the new service. Frequently books for children at home were taken. This class has requested no non-print materials. They seem to be too busy studying for additional interruptions into their already short class time.

8. Vinson Learning Center -- A circulating collection was placed in this center. It has been used intensively. A Grolier Consumer Education Package and World Book Cyclo-Teacher were placed in this center. Both have been in almost constant use. A bookmobile stopped there on a weekly schedule. One of those stops has been pulled. The students have made no use of the library, which is 15 blocks from the center. The collection has been the primary source of reading materials.

9. Ft.-Gay-Thompson Adult Center -- Through the efforts of the L-AP staff, WCRL, the local community schools coordinators, and the ABE area supervisor, a library of 500-600 print and non-print materials was set up in the learning center. It is available to the community as well as ABE students. The project has not kept circulation records. Attached is a partial list of the materials taken to the Ft. Gay Learning Center by the L-AP staff. The bookmobile was used to get some special request materials to the center. The L-AP staff expenses averaged $75 per month for visiting the center.

10. Lavalette ABE Class -- This class began April 1. The L-AP coordinator is teaching this class, but not as a project activity. The staff has been able to see the validity of many materials purchases. It has helped change attitudes about motivation of the ABE student. A bookmobile stop was added to serve this class, but there has been limited usage. The Cyclo-Teacher and Grolier package have been used extensively. Any requests for special books are taken by the teacher.

11. Buffalo ABE Class -- This class was never organized.

Materials delivered to the various classes and centers were ordered from a wide variety of sources. A full list of sources ordered by February 1, 1973, was given in the interim report. Source of additional materials used after February include: Follett, Pyramid Film, Encyclopedia Britannica Films, J.C. Penney Educational Services, and Westinghouse Educational Services. Filmstrips about home decorating and home management ordered

from McGraw-Hill were oriented to those with high-middle class incomes and were not useful to disadvantaged adults.

Circulation statistics (See Appendix E) indicate the amount of materials checked out by ABE students each month. Branch librarians tallied the number of books checked out by ABE students using the specially marked library cards issued to ABE students. A special tally sheet was designed to facilitate keeping track of books checked out by ABE students. These books were tallied by Dewey Decimal Number instead of coping skill categories because the librarians were more familiar with that system.

OBJECTIVE 8
TO USE READER'S PROFILES TO PROVIDE SPECIFIC MATERIALS TO INDIVIDUAL ABE STUDENTS

Reader profiles were designed for use by librarians, ABE teachers and project staff as a way of recording individual student's reading interests and reading levels. Reader profiles were used as an initial selection guide to select appropriate adult content material at a reading level the student could handle.

Project staff found the profiles to be useful until personal rapport was established with the student. Then selection of material was done on a personal request basis.

Bookmarks (See Appendix F) were used to get student reaction to the materials selected for them based on reader profiles and self-selected materials. The use of bookmarks was discontinued when students objected to using them. Objections to bookmarks were:

a. It was too much like being in school and doing a book report.
b. Didn't like having to write evaluative comments.

The use of reader profile cards provided project staff with valuable information about the reading interest of ABE students. Appendix I is a listing of materials by title which were selected by teachers and project staff in response to reader interests listed on Reader Profile Cards, and upon the recommendation of teachers concerning student information needs. The listing is for students from the Putnam and Fort Gay learning centers.

The coordination necessary for meeting this objective was a conspicuous success. Teachers and librarians conferred, consulted, and exchanged suggestions concerning book selection and information needs of adult learners.

OBJECTIVE 9
TO WORK WITH THE PUTNAM COUNTY COMMUNITY ACTION PROGRAM (CAP) TO PROVIDE BUS SERVICE TO THE HURRICANE LIBRARY

The interim report submitted to AAEC in February, 1973, discusses the process used to make CAP bus transportation available between the Putnam County Learning Center and the Putnam County Library. An average of 20 students per week rode the bus to the library. Appendix G gives an analysis of student reactions to the library and ABE coordination activities by the Putnam County Learning Center coordinator.

With the demise of CAP after a cut in federal funds, the bus service may be discontinued. Plans have been made for the Putnam County Bookmobile to stop at the learning center when the students are there to insure continued library usage.

Transportation provided by the CAP bus has helped students realize the additional materials and resources available at a library, other than book deposit collections and bookmobile materials.

This objective has brought about the most complete coordination of services in the project. The most tangible results are seen when students and librarians greet each other by name. The teacher and the librarians in Putnam County are working together for the common goal of establishing a lifelong reading habit in their clients. Coordination efforts in Putnam County were most successful, both because of the CAP transportation provided and the Putnam County Learning Center coordinator was a very capable and knowledgeable person.

OBJECTIVE 10
TO RECRUIT UNDEREDUCATED ADULTS TO LIBRARY SERVICES AND TO ADULT BASIC EDUCATION

It is the experience of the West Virginia Model Center that recruitment of undereducated and disadvantaged adults must be individualized and personalized to be successful.

The West Virginia Model Center used volunteers from the community, including a Laubach Literacy Trainer and two current ABE students to do door-to-door recruitment for both ABE and library. Recruitment training for volunteers was available during a two-day workshop (October 26-27, 1972) conducted by the area ABE supervisor in Northern Georgia. The area supervisor conducted a recruitment demonstration for AAEC and is very knowledgeable about the kinds of recruitment methods that work with disadvantaged adults. The ABE area supervisor for Cabell, Wayne and Lincoln Counties also offered advice on project recruitment activities. The recruitment effort was not successful for several reasons, mainly the lack of a full-time committed volunteer coordinator.

A volunteer trained in Laubach Literacy was generous with her time and knowledge but other responsibilities hindered her volunteer coordination activities. Volunteer recruitment of disadvantaged adults to ABE and library is fraught with the same pitfalls of other volunteer efforts: lack of commitment lack of compensation for time, problems with scheduling, baby sitting, and transportation. One problem pointed out by the literacy volunteer was the lack of faith prospective volunteers had in the ability of disadvantaged adults to change or benefit from services.

OBJECTIVES 11 and 12
TO STUDY HOW COORDINATION OF ABE AND LIBRARY SERVICES AFFECTED THE LIBRARY'S SELECTION OF MATERIALS

TO DEVELOP A BIBLIOGRAPHY OF THOSE MATERIALS ISOLATED IN OBJECTIVE 11

Coordination of ABE and library services did affect the Western Counties Regional Library's selection of materials. Easy to read adult content materials in coping skills areas were ordered last year using project funds in cooperation with the technical services staff of WCRL. Current acquistions by WCRL have reflected project material selection influence in the areas of non-print, coping skill materials, and current pamphlet material selection. WCRL has indicated a desire to order more easy to read-adult content paperbacks and hardbounds in coping skill areas

but finds few additional materials available which have not already been ordered through the project.

One problem the WCRL staff encountered in ordering coping skills materials was that new materials (print and non-print) appropriate for disadvantaged adults were not reviewed by standard library publishers. In an effort to change reviewing procedures, project staff wrote to publishers and standard library publications requesting that easy to read-adult content materials be reviewed regularly. Three replies were received in response to the project staff request. One responded that their children's materials were reviewed, indicating a need for awareness level information concerning easy to read-adult content materials.

As a part of this objective and objective 12, an assessment of the WCRL holdings was made by coping skill categories and reported in a Coping Skills Materials Bibliography. Project staff and WCRL staff were involved in the assessment. One WCRL staff member was designated as the coordinator of this assessment. Planning for the assessment included developing criteria for the selection of coping skills materials within the existing WCRL collection. These criteria were: short paragraphs; not over 200 to 250 pages in length; any graphs and charts had to be easily understood; dark, clear type of suitable size; good quality paper with non-glare surface; subject of interest directed to the adult reader (no childish materials which would offend an adult); sufficient information about the subject as to promote understanding; not over two three-syllable words in two sentences; high interest level for the adult reader; information authentic and reliable; ideas with which the reader can identify. The non-fiction section was to be assessed first as it provided factual information in a straightforward manner instead of a concept as fiction often presents. It was learned that forms to record bibliography information were needed to cut down on the confusion of each person devising his own. These forms were made up to include the bibliographical information about the book as well as an annotation and assessment.
In this way, the double work of going back and gleaning the information needed for a bibliography was eliminated. Criteria for the annotation were set and revised to include just the information needed. The annotation was difficult for many persons because they were thinking of a small "book report." Annotations were to include only the main point of the book (Not: "A very good book on how to fix lots of things. Lots of good pictures and easy to understand.") As the criteria for the assessment stated that the book had to be easily understood, it was not needed to restate this in the annotation. Likewise, there was no need to say "very good book and lots of good pictures." If pictures were outstanding or composed most of the book, it should be stated briefly, but "good pictures" gives very little information. A better annotation for the book may have been: "Illustrated instructions on how to repair small kitchen appliances."

Several books were secured from this library and the interlibrary loan system on the subject of annotated bibliographies. Books which the ABE students had read, re-read, and passed on to others with words of praise were looked at and carefully studied. A checklist for evaluating books for adults beginning to read (Preliminary draft presented to the A.L.A. preconference, July, 1966) was evaluated along with the MAC(as devised by Helen Lyman) checklist as a basis for criteria. The MAC checklist proved to be too lengthy and time consuming to use, but ideas were taken from this. No one book was found that provided all the needs--bits and pieces were taken from the many sources which were used.

There was a definite need for assessment guidelines from the very first. There were difficulties because we were just learning and struggling with the assessment when the people working on it expected us to know what to do and not to have to experiment. Individualized training in how to identify coping skills was the most effective method of training and was needed by many during the first part of the assessment.

There were very few resources to use in designing the assessment process. The assistant librarian proved to be very helpful in providing the A.L.A. checklist and ideas as did the Professor of Library Science at Wayne State University, a consultant to this project.

In terms of people, the plans were carried out by organizing meetings of the library staff members who were working on the assessment. During these meetings criteria for annotations and for selecting books were discussed. Aid was sought from the assistant librarian in setting the guidelines for the annotation, and for selecting books for the assessment (books which ABE students would be interested in and need).

During the time it took to meet these objectives many problems were met. A member of the library staff (who was not experienced in the assessment of a collection of materials as large as the selection in the WCRL) coordinated this objective. With very little guidance assessing such a large collection of materials, sources of information had to be sought. This was time-consuming and often confusing because the project guidelines did not outline the objectives in specific terms. An understanding of the objectives was developed after much re-reading and thought. In the on-going process, people came to be the best source of information and help. (See: Consultants)

The library staff members could not always meet at the same time because of differing work schedules. Meetings were scheduled at least two times during the day to cover this scheduling. Meetings were shortened and planned out beforehand to try and alleviate some of the disorder. The plans of group meetings did not work out well and help and guidance were given to individuals after group sessions failed.

The cost of hourly wages as of the end of April was $3,364.50. This is the cost of completing the written assessment. Approximately $6.00 was spent for paper used in the assessment forms which were developed.

The assessment of WCRL holdings was reported in a bibliography which was completed in September, 1973. Because of the problems encountered in getting the assessment done, the bibliography is to be revised and edited by WCRL professional staff and continuing project staff. A completed edited bibliography should be available by January, 1974.

OBJECTIVE 13

TO PROVIDE ORIENTATION OF, TRAINING OF, AND FEEDBACK FROM ABE AND LIBRARY STAFFS.

The West Virginia Library ABE interim report submitted in February, 1973, reports the activities of the first orientation meeting.

Two project evaluation meetings of librarians and ABE teachers directly involved with the project were held on May 10 and 14, 1973. During these evaluation sessions, project staff administered a joint role questionnaire as a post test to measure how ABE teachers and librarians assessed the change in public library services to disadvantaged adults during the project year. The Joint Role Questionnaire (pre-test) was originally administered by project staff at the initial orientation session held in September, 1972. (Results of the questionnaire are tallied in Appendix H.)

The May, 1973, post-test questionnaires were administered to 35 librarians. Fifty-five librarians took the pre-test. Results of both are reported as percentage responses making them proportionately equitable.

The same seventeen ABE teachers filled out both the pre and post-tests. These results are also reported as percentages. (See Appendix H)

It would be difficult to make any valid assumptions from the data analysis of the Joint Role Questionnaire. One might be able to say that there has been an increased awareness of both positive and negative aspects of joint roles in service to the disadvantaged adult. Although librarians apparently are still hazy after nine months of project operation as to the full extent of ABE function, purpose, and services, there also appears to be increased awareness of the difficulties of coordinating the two agencies. This may account for the decrease in confidence that librarians and adult educators indicate about coordinating services (See Question 6), or it may be that after trying to coordinate services, the two groups do not feel it worthwhile

As with any experimental demonstration project which is attempting to bring about change, it is difficult to reach unanimous agreement on the benefits of change.

During the two evaluation sessions held in May, librarians and ABE personnel were asked to comment on the mutual benefits of the project activities. The following quotes are taken verbatim from a tape of the discussion.

Librarian: Working on the coping skills was a mess. There was indecision as to what the reading levels were and how they were defined. (The L-AP member in charge of coping skills said she was never sure how Morehead was defining the coping skill reading level.)

Librarian: Will new materials the library purchased be categorized according to coping skills? It would be a good idea. (Yes, the new materials are put into coping skills.)

Librarian: Librarians working in adult services would like copies of the assessment and coping skill materials to aid in finding materials for patrons. (This has been planned.)

Librarian: What was accomplished with the coping skills inventory and assessment? Will it be of use to the library?

Librarian: Perhaps a notation could be made on the library's catalogue cards if a book is a coping skill book or on a low reading level?

Librarian: We at Cabell (Main Library) have had very little increase in ABE students or the illiterate.

Librarian: There are more ABE students coming into the library than in the past. Because they see other students, they are not so embarrassed.

Librarian: When a student asked me a question, I just answered what he asked. He seemed satisfied. This is better than a long-winded explanation.

Librarian: One student asked me spelling and composition questions. Many students asked for love stories.

Librarian: Like other patrons, it's a good idea to let ABE students browse and select.

Librarian: The L-AP staff seemed to be poorly organized. To get information I had to call back two or three times.

Librarian: The L-AP staff did not inform the rest of the library staff what they were doing or planned to do. Suddenly there would be a big rush to get something done with no advance notice.

Librarian: No coordination with the library master card file and the ABE master card file.

Librarian: LAP staff did not take enough time to acquaint themselves adequately with the library's collection. They needed library training if not experienced. (2)

Librarian: We needed regular meetings throughout the year, like this one, so the staffs could communicate what they were doing and how we were depending on each other's services.

Librarian: For months I thought the project and the tutoring programs were one in the same. They both used the same office space.

Librarian: Students were confused as to which books they checked out belonged to bookmobile and which belonged to the revolving collection at the center. We would send overdue notices and the student would call saying they had returned the books to the centers.

Recruiter: The library furnished us with bookmobile schedules. We could have had additional information about library and ABE services to distribute. Perhaps ABE students could be hired to continue some of the work you have bugun. A student who has come to appreciate the library's resources might be hired to visit various ABE centers to take requests for materials.

Librarian: The new films which the project furnished were valuable to the library. These films were useful to many different groups of people.

Librarian: The more modern the pamphlet material was that the project offered, the more popular it was.

Librarian: Giveaway pamphlet material piled up at two of the branch libraries while one branch ran out.

Librarian: One particular teacher took a special interest and became familiar with the main library. She made a good impression because of this and many offered her help because she cared.

Librarian: Classifying the pamphlets under coping skills catagories looks like a good possibility. Work on this area has been started.

Librarian: Many books weren't returned on time - there were lots of overdues.

Librarian: Many books weren't returned on time, overdue notices were sent and often produced negative results.

ABE Supervisor: The project needed more time in which to establish strong ties with all centers and complete the objectives.

Librarian: There were a lot of books checked out - did the students read these books?

ABE Teacher: The revolving collection of books was not changed often enough. The students became bored with what was there.

Librarian: There wasn't enough contact with all the ABE teachers.

ABE Teacher: Time was a problem - many of us (teachers) worked another job or have families and we can't get to the library, because of lack of time - it isn't that we don't care or want to.

Librarian & Teacher: The change of schedule at one branch library worked very well for all concerned.

ABE Teacher: Will books be left at the centers after the end of the project? It would be good encouragement for new students to read.

ABE Supervisor: The bookmobile stops were valuable and cancellation of these stops was questionable. (Two stops were cancelled because of lack of use.)

ABE Teacher: The Cyclo-Teacher went over very well at the center.

ABE Teacher: The reader's profiles asked questions that some of the students were hesitant to answer - they felt we were prying.

ABE Teacher: We are beginning to understand some of the problems of the librarians and they are beginning to understand some of our troubles, too. It is a shame that the project is ending now. It didn't go on long enough.

ABE Supervisor: The project should have been at least two years - more time was needed for better results.

The cost of this objective was $2,035.50 in money paid to librarians and teachers to attend these sessions.

PART II. PROJECT CHANGES AND RECOMMENDATIONS

Selection of Staff

The Library-ABE Project staff were selected from applicants who were not familiar with either library policy or ABE policy. It would have been better to hire staff members from existing library and ABE staffs. The staff should have been involved in the planning of the objectives. There would then have been more personal involvement, not just a job to do.

Training

Staff training was informal. There were periodic staff meetings to discuss needs, problems, and solutions. ABE area supervisors gave freely of their time to help all staff members become familiar with ABE procedures. The mechanics of librarianship were learned in a day-to-day, on-the-job situation. A week of working in a library and a week of working in ABE would have been the most effective method of familiarizing all the staff with the operations of both services.

Staff Responsibilities

If job descriptions had been written, division of responsibilities would have been much easier. During the course of the project, staff members have been willing to help each other.

Staff Utilization of Time and Resources

Proper use of human resources was not made during most of the project. Judy Rule, for example, who has expertise and knowledge of materials sources, was seldom consulted. Our librarians have been ignored. For this reason we did not have many sources of materials the first few months. L-AP staff time has been used fairly well. There was inefficiency at the beginning of the project since we were unsure of direction. Travel time due to size of the three counties was extensive, but a necessity. The staff relied heavily upon personal contact with students.

Relationship to Local Library Personnel

The L-AP staff worked hours that did not coincide with "normal" library hours. Frequently we came in late or left early. The WCRL library staff did not realize the evening hours that were being worked. If we had mentioned where and why we were going, this misunderstanding

would not have occurred. The WCRL library staff was involved in making up deposit collections. They gave suggestions for materials purchases. The staff was involved in the assessment of the collection at the main library. This involved many people in the project, giving a feeling of accomplishment. Project staff relations with the library staff were generally good.

Relationship to Local ABE Personnel

The ABE staff has been receptive to the new materials and services. The supervisors and state director have given freely of their advice. One teacher has worked with a librarian to provide service and materials for students. They have become a very effective team.

Geographic Scope

Even though this is a rural project, the learning center and classes in urban Huntington should have been included. If several libraries, including the main library had not been excluded, much valuable data would have been available. The downtown librarians would have felt more a part of the project activities. The entire library staff wanted to work on the project, but were frustrated due to our geographical limitations. The L-AP staff was also frustrated by the limitations. There were opportunities to serve other areas outside our scope.

Introducing Materials to Learners

See Part III, D2.

Locating Sources of Materials

Better use should have been made of the librarians in our area in locating materials and sources. Sources were learned about and used later in the project year. The project staff gained knowledge during the year. Had they been more familiar with the libraries and ABE, there would have been knowledge of sources to carry over into the project.

Materials Selection Process, Coping Skills, Supplemental, and Instructional

What was purchased was good. We looked carefully, but not being familiar with adult materials we had much to learn. The displays at the NAPCAE Convention were a greater help than anything else. We found catalog-ordering risky, and did not make extensive use of available bookstores. This should have been done earlier in the project. We come again to the time element: had there been two or three years, the knowledge gained this year would have had some time to be used and tested.

Ordering Process for Materials

Our ordering was through the library's regular channels. We did some ordering on our own, but this proved to confuse people. Usage of available personnel should be made at every opportunity.

Delivery Systems: Bookmobile, Rotating Collections, etc.

The bookmobile department went out of their way to add stops and make special runs. These stops were well used and appreciated. Many students were surprised that a "bus" carried books. This is one particular department that can make or break a project. Circulating collections were usable only in learning centers, where students read the books instead of at home.

Advisory Board Function and Membership

The following people were members of the Advisory Board at one time or another throughout the project year:

Dr. Kenneth F. Slack, Marshall University Director of Libraries
Sam Harshbarger, Western Counties Regional Library Board Member
Dan Gillenwater, ABE teacher-coordinator (Putnam County)
Waitman Biggs, Director of Putnam County Community Action Program
J. Richard Malcolm, Area ABE Supervisor
Marshall Kirtley, Area ABE Supervisor
Mayme Mullins, Library patron
E.G. Thompson, ABE student
Dottie Mayo, ABE student (later project staff field representative)
John Westfall, Putnam County Library Board
Leroy Stamper, ABE student
Michael Weaver, ABE student
Edna Simmons, ABE student

The project staff originally invited only ABE students to participate on the Advisory Board, but at the suggestion of the AAEC we invited library and school board members, and other civicly active people as well. The additional perspectives proved valuable to the project. In addition, several board members, through discussions initiated at advisory board meetings, have begun other projects. James Nelson, Richard Malcolm, Kenneth Slack, for example, are working now to coordinate public library, ABE, and university resources to aid students in the CLEP placement examinations.

Recruitment

We would have had better results getting volunteers had there been money to pay at least travel expenses. Good use was made of the

newspapers, media, and personal talks to various groups. We distributed fliers to churches and supermarkets, which brought some response.

Relationship with Students

We know our students by reading levels and name. They have not had any input in the Directory and very little in specific materials purchased. We have taken general ideas from students. Considering the brevity of this project (nine months), we know the students fairly well. They have been receptive to the new services and open toward the L-AP staff.

Public Relations and/or Dissemination Activities

Excellent use has been made of the press. We have had frequent articles on specific activities and good coverage in the local papers (Putnam Post, Hurricane Breeze, Wayne County News) of things affecting the service area of the paper. Special groups often look for speakers. The L-AP staff has been available for this. We have done three television programs, all interview-type, about what we are doing and how it is bringing federal money "home" to do some good.

Travel

This was the most underrated item in our budget. To stay in touch with our large area, we had to make frequent visits. I don't believe this was fully considered when the budget was drawn up. The travel was an absolute necessity. Our students rely on face-to-face contact to learn to know someone.

Orientation of Library and ABE Personnel

We invited the teachers and librarians to meet at a group orientation session. This gave all a chance to meet one another and exchange ideas. A dialogue was established at the onset of the project. This remained throughout the nine months. We feel for our situation this was the best method of telling everyone about the project.

Coordination of Services

Complete coordination exists in Putnam County due to the efforts of Ivel Cottrell, Librarian, and Florence Sprouse, teacher. This does not exist in any other area as well as in Putnam County, since other classes are only on a part-time basis and do not really have time. The learning centers have collections and are served by the L-AP staff. Given more time, we feel the coordination could develop.

Relationship of Project Staff

The inner staff relationship is decidedly strained. There have been several personality conflicts. Some have been alleviated by sitting down and talking; one has had no resolution. Every method has been tried, to the intervention of the Head Librarian. Despite the personality conflict progress was made.

Relationships with library and ABE staffs were good. ABE teachers welcomed the project with open arms and many suggestions. The library staff provided us with knowledge of books and what would be appropriate for new readers.

PART III. AAEC QUESTIONNAIRE TO PROJECTS

A. Service

1. Do you and your staff have examples of ABE curriculum changes brought about by your project?

Filling out an application for a library card is now a part of the ABE teacher-coordinator's orientation for the new ABE students. Before the L-AP there was no provision for dispersing library card applications.

Additional materials were provided for the students at their personal request. These materials were provided at no cost to the ABE student and teacher-coordinator. The materials weren't available before the project began.

Learning aids were provided by the L-AP to increase the variety of materials available to the student in both coping and basic skills areas to better prepare him for the GED examination.

Films have been introduced to one library center and several classes. The project bought several films to augment the library's collection. Through films, filmstrips, and magazines, coping skills were introduced and discussed.

2. Can you document a significant increase in library usage by ABE students?

Approximately 400 learners were served by the West Virginia Library-ABE project.

Appendix I gives the materials circulation figures.

3. Do you feel the accomplishments of this project have been worth the cost, time and effort? Explain.

Yes, the accomplishments of this project have been worth the cost, time and effort. Coordination of services between libraries and ABE to ABE students would not have occurred as rapidly without the catalytic influence this project provided. Over 400 disadvantaged adults were served in the project, giving them the opportunity to develop independent information-seeking skills using easy to read coping skills materials.

Coordination efforts also brought about needed transportation using a CAP bus to travel between the Putnam County Learning Center and the Putnam County Library.

The project has created awareness and interest on the part of both adult basic education and libraries of the information, service, and materials needs of the disadvantaged adult. There is already evidence that there will be continuing efforts to coordinate services after this project is ended.

B. Continual Counseling

1. How useful do you and your staff judge the Community Referral Handbook to be? Why? Document your evaluation with the number of referrals made.

See objective 6, development of community referral services.

2. What other kinds of counseling problems came up and how did your staff handle them?

See Appendix G.

C. Manpower Development

If you had a second orientation session, please indicate
1. Who was involved
2. Activities
3. Reactions

See Appendix H for orientation, training, and feedback from ABE and library staff.

D. Materials

Sources of Information Used for Selection and Acquisition of Materials	Not Useful	Useful	Valuable
Free for Teens Out of Print			X
Over 2,000 Free Publications U.S. Government Pamphlet		X	
David Cutlip Bailey, Inc. Clarksburg, WV	X		

Sources of Information Used for Selection and Acquisition of Materials	Not Useful	Useful	Valuable
Mrs. Helen Lyman, Assistant Professor, University of Wisconson Library School Madison, Wisconsin			X
Mrs. Oliver, Reading Specialist Hurricane High School, Hurricane, W.V.			X
Catalogs from Scholastic Book Services, 908 Sylvan Ave., Englewood Cliffs, NJ			X
Ann Gwin, Alabama Project Director			X
Eunice McMillian, South Carolina Project Director			X
Books Requested by Students often			X
McGraw-Hill Co. New York City, NY		X	
Judy Rule, Assistant Director WCRL, Huntington, WV			X
Book Bait, ALA, Chicago 1969, Second Edition			X
Miss Genevieve Casey Department of Library Science Wayne State University Detroit, Michigan			X
Whole Earth Catalog Random House, 1971		X	
Library Journal, Reviews from Current Edition		X	
American Libraries Review Section in any edition	X		

2. Traditional and non-traditional methods and techniques in introducing materials to learners which were effective and not effective. Why?

The almost exclusive use of films as an encouragement for reading was used at one class. This particular class was composed of three members who attended regularly. None of these students had an interest in reading for enjoyment. The students enjoyed the films, and after showing, there was time for discussion periods. During these discussions there were many times when books would be suggested, such as Bless the Beasts and Children, Johnny Got His Gun, Foxfire, Daddy Was A Numbers Runner. This method of showing films to introduce reading materials worked well because it was enjoyment for the students.

3. List by coping skill and/or specific subjects or titles the materials requested by
   a. ABE learners
   b. ABE staff

See Appendix J for reader profile information.

4. Please fill in the following table:

Type of materials	Number of Pieces	
	Print	Non-print
Coping Skills	3,872	10 16mm films 48 cassettes 72 filmstrips
Basic Skills	121	6 cassettes 6 filmstrips

Approximately 400 pieces of unclassed materials have been ordered but have not arrived yet.

ADDENDUM: INTERNAL EVALUATION OF AAEC SERVICES

1. Relevance to coordination efforts of guidelines, objectives, planning sessions, activities, and documentation.

For the length of time available there were too many objectives. Keeping track of what was being done was necessary, but administratively difficult. The interim reports

that were required interrupted the normal flow of work. If we had had the report guidelines two or three months in advance, then the report data could have been recorded more efficiently. The objectives were relevant and important to the project locally.

2. Training

Early in the project, more help from the AAEC could have been used in general administration of a federal project. The time element keeps coming up, but time was wasted getting started. The directory would have been finished earlier with special training by C.J. Bailey. These are things noticeable in retrospect.

3. Monitoring Activities

Priscilla Gotsick offered as much help as she did encouragement and a shoulder to cry on. There were times, had AAEC's budget permitted, we could have used a personal visit, but had to settle for a phone call. More contact with Mr. Bailey would have helped the directory move faster. Had we had a clearer definition of Sharon Moore's role, she would have been helpful in locating materials sources and in tackling the assessment.

4. Materials

When the Coping Skills Bibliography was made available, it was invaluable. We would like to have had it earlier.

5. Budget

More money could have been put in the travel budget. Our materials budget was somewhat large. We were able to draw heavily upon the books in our collection. AAEC provided good guidance in setting up our budget and properly spending it.

6. Relationship With Other Model Centers

The other three sites have provided encouragement and ideas. The several times we have met have aided in personal growth and a valuable exchange of perspective. The other centers and their directors provided materials lists, new ideas, and sounding boards for some of our ideas.

STUDENT LIBRARY NEEDS ASSESSMENT QUESTIONNAIRE

1. What do you like to do?_____

2. Have you been using a library or bookmobile?_____

3. If you have, what for?_____

4. If you have not, why not?_____

5. What would you like to read?_____

6. What do you feel you need to read?_____

7. Do your children use any libraries?_____

READER PROFILE CARD
(Confidential)

M_____F____
AGE_____

NAME_____
LAST FIRST MIDDLE

LEARNING CENTER_____ ABE CENTER OR CLASS_____

MAILING ADDRESS_____

DATE	LEVEL	INTERESTS

TALLY OF READER PROFILE CARDS

Introduction

ABE students involved in the West Virginia Library-ABE Project were asked what subjects they would like to know more about. The subject interests expressed by ABE students as recorded on the Reader Profile Cards are as follows:

Subject Interests Expressed by ABE Students	Frequency of Subject Request
General Reading	16
Nonfiction	4
Fiction	3
Science Fiction	3
Religion	5
Autobiographies	3
Biographies	2
Westerns	3
Interior Decorating	4
Homemaking	10
Cooking	5
Children	6
Sports	18
Gardening	4
History	6
Sewing	18
Needle craft	9
Electronics	2
Camping	5
Wildlife	3
Painting	3
Music	6
Musical Instruments	4
Writing-Poetry	2
Writing-Western Music	2
Singing	5
Television	6
Real Estate	3
Travel	5
Photography	3
Politics	2
Work Puzzles	4
Mechanics (Car-truck machine repair and rebuild)	7

Subject Interests Expressed by ABE Students	Frequency of Subject Request
Dancing	4
Movies	8
Diving	3
Motor c[illegible]ing	4
Skydiving	2
Welding	3
Woodworking	2
Ceramics	4
Volunteer Work	5
Church Work	6

COST ANALYSIS OF COMMUNITY REFERRAL HANDBOOK DEVELOPMENT AND COMPILATION

1. Man Hours			
	a. Project Staff Time	721 hours	$1520.50
	b. Part-time Project Time	16 hours	64.00
	c. Library Staff Time	49 hours	105.00
	Sub-totals:	786 hours	$1689.50
2. Services			
	Printing		$41.00
	Information and Referral Bureau, Kanawha Valley Community Council (directories - 21)		30.00
	United Community Services (directories - 20)		30.00
			$101.00
3. Materials			$78.50
4. Travel 516 miles			51.60
	TOTAL:		$1920.60

COMMUNITY REFERRAL HANDBOOK NUMERICAL DATA

160	letters with entry forms mailed to organizations
83	agencies return information
25	letters with return postcards mailed to clubs
15	clubs respond
450	referral forms distributed to ABE teachers and librarians
64	directories of community resources
121	pages per directory of community resources
82	organization entries per directory of community resources
9	local directories

$27.00 Average cost per directory including materials, services, travel and man hours.

MONTHLY CIRCULATION STATISTICS
NUMBER OF BOOKS CHECKED OUT AT LIBRARIES BY NEW ABE STUDENT-READERS

Branch Library	October	November	December	January	February	March	April
Barboursville	19	46	38	60	44	68	51
Putnam County	5	3	30	31	25	54	27
West	5	0	3	0	0	0	0
Milton	0	0	0	1	4	2	6
Ceredo-Kenova	0	1	5	20	0	0	0
Wayne					0	0	0
Bookmobile*	23	71	43	71	36	96	64
TOTAL	52	121	119	183	109	220	148

Total in all 952
*Includes special stops at Salt Rock ABE class, C-K ABE Class, Vinson A.L.C.

BOOKMARK

Used by ABE Students to Evaluate Reading Materials Selected

NAME

LOCATION

TITLE

DATE

I LIKED THIS

YES_____NO_____

WHY?

EVALUATION BY AREA ABE COORDINATOR

LIBRARY - A B E PROJECT AT PUTNAM COUNTY ADULT LEARNING CENTER

October 1972--May1973

It has been a particular privilege to work with the Library-A B.E. Project. While it is my understanding, from the directives furnished to all teacher-coordinators involved, that the project was designed to serve the under-privileged, much of the library materials usage was from students who are already acquainted with libraries but who lack transportation facilities or time to visit a library.

Usage of the library facilities, both at the Center and at the Putnam County Library in Hurricane, far exceeds expectations of the teachers at this Center. Its meaning to the students can best be illustrated by specific incidents which are included in this narrative.

Any usage figures that are derived from the charge-out slips either at the Putnam County Public Library in Hurricane or from the Putnam County Adult Learning Center for the small collection placed there, are quite misleading:

A number of students at the Center (especially those working toward their G.E.D. - high school equivalency diploma), used the books as they would a shelved reference book, taking it from the shelf during the course of the day without signing for it, and returning it to the shelf at the end of the day.

The book, The Neighbors Are Scaring My Wolf (Douglas), was borrowed by a student at the Center, was shared with the five members of his family, then shared with at least two neighbor families

From the Junior Library Collection, the illustrated What Make A Car Go? has been shared, by at least two students, with other neighbors who also have reading difficulties One student, with pride and a feeling of accomplishment, commented on particular

engine parts that were labeled differently, and told about his discussion of them. At the suggestion of the teacher-coordinator, an evening student borrowed the Interpreter's Bible to use in preparing her portion of her church group's study of the Book of Romans As a result of her use of the book, others in the group then availed themselves of this reference. (The fact that this book was not returned to the Center for about six weeks--thus was not available to use as reference by others in the proper manner--is an example of the negative aspect of some of the loans made.)

Many of the books that were special-request materials for particular students have been charged out on the library card of the teacher-coordinator who handled the request. As suggested by the library representative, better handling might have resulted by asking the requester for his library card number for charge-out This would have educated students to a more responsible attitude and to proper use of the library facilities.

Many students have become acquainted with the varied materials available from library sources, and have gained insight into their use An example follows: The teacher-coordinator suggested use of an article from Time magazine (supplied by the Library - A.B.E. Project) to aid in preparing for Social Science section of the G.E.D test, to a student, mother of grade-school children. The student was obviously unfamiliar with magazines of this type, asking, "Are the 'stories' in that magazines really true?"

As was recognized by the administrators of the Library-A.B.E. Project, the teacher-coordinators are the pivot that can make or break the project, by their positive or negative attitude, their promptness to suggest use of library

facilities when the opportunity arises, willingness to find the appropriate materials; the student profile cards were to have been helpful to them. My experience with the profile card use was almost exclusively negative. Most students who did not use a library became resentful when asked, "Do you use the library now Why not?" Also, in an effort to ascertain specific interests for carry-over into library use, the responses were evasive or non-constructive in that direction. So, personally, this teacher-coordinator abandoned use of the profile cards. It was quite interesting and a challenge to suggest to students at the appropriate time that certain library materials might be helpful as a coping skill in their daily lives. They were most receptive, and very appreciative when the right material was located.

Special-request materials included, but were not limited to:

- Self-instructional books for reading and writing music, for a guitar player. He now has a record published, it is understood. (we are still hopeful of getting the books returned that he borrowed.)
- The pamphlet written by Frank Laubach giving advice (alternative actions) when there is pregnancy out of wedlock might have been expressly written for the particular mother and daughter for whom it was borrowed. (They returned it, promptly, with thanks, and the mother appears to have a much healthier mental attitude now.)
- A Learning Center student (and a G.E.D. recipient), whose goal was to improve his communication skills to give a more effective talk before his organization, was impressed with the biography of Douglas MacArthur, a book that was part of the small collection provided for loan from the Learning Center.

Because this book revealed the character of MacArthur as differing from the popularly-held opinion of willfulness, this student remarked that it had a lasting influence on his attitude toward public figures. He requested the book again later, to prepare his inspirational talk to his group based on point in this book.

- A man who studies programmed materials on electronics which is available at the Center, also has gotten several special purpose electronics books from the library in Huntington.
- A man who contacted the Center for materials that would give a formal technical term used in bridge-building carpentry skills was especially pleased with the books on this subject that were chosen by a librarian in Huntington for him. Several weeks later, the man's wife reported that, thanks to the books furnished, her husband had gotten the bridge carpentry job he was after.

The Cyclo-Teacher placed at the Center by the Project has proved particularly useful and popular with business education students who are having difficulty with spelling and English. Many students have used specific portions of the Cyclo-Teacher at the suggestions of the teacher-coordinator. One student who asked for criticism of her original short-story was referred to the Cyclo-Teacher as a means of improving her mechanics of writing, and her work shows much improvement.

The first Cyclo-Teacher Kit which was provided by the Library included a number of recreational-type instructional materials. This was used either very little or not at all. Possibly the students felt it was foreign, for this reason, to a learning center, and rejected the whole kit.

The Consumer Education Kit had much favorable reaction from those who used it

- A student, newlywed, after using several units of the kit, volunteered, "Now I know what that salesman was pulling on us last Saturday - - my husband and I won't get caught like that next time !!!"
- A minister who visited the Center was especially interested in "Die Now - - Pay Later!" and wanted to know the purchase information for multiple copies

On the negative side, even though there were several news and radio releases announcing the availability, free, of the Consumer Education Kit, there were no telephone calls about it and no one came to the Center specifically to use this information Students used the kit initially only after repeated suggestions from the teacher - coordinators, then often in groups, to listen to the tapes and watch the accompanying filmstrips.

The charge - out of books and other library materials was to have been handled by use of an identifying number from library card applications. This has been quite difficult for several reasons:

Students wish to use library facilities immediately on entering the Center - - they do not want to wait until a library card is issued from the library in Huntington

- There was a considerable lapse between application for library cards and the issue date
- Students often do not have their library cards with them at the Center to charge out books
- If library card numbers are to be used for charge-out, a master list should be provided to the Center, so that overdue notices may

be issued when necessary

Teacher-coordinators, as a result of the above, seldom have charged out library materials by library card number, but rather have used the name of the borrower.

The Reading Attainment Kit has met a need at the Center: two different young men students who preferred this to the SRA Reading Lab have made progress through use of this program

The use of well-chosen educational films would strengthen the present Adult Basic Education and business education programs at the Center. However, physical facilities of the building are such that student participation must be all - or - none. It is not possible to choose topics relevant to everyone's current studies, because none of the work is structured, there are no "classes", and no time schedules are followed for anyone at this Center.

Films were shown, regardless of the above situation, for the purpose of getting student reaction and determining the worth of further investigating this medium of education. The first film, of excellent quality, was well accepted and appreciated ("How to Apply for a Job"). The next two, short films were more specialized: first the coal miner in Appalachia, which nearly everyone viewed, with little enthusiasm afterward, then a film of hog butchering, which many students objected to, strongly. Mention of any films thereafter brought many negative remarks. Much later, arrangements were made to show films at the NYC office which is about half a block away from the Center. Such showings involve a number of considerations: choosing the film, previewing and scheduling it, borrowing a projector, clearing use of the room with NYC, setting it up, introducing the film, and summarizing it. When choosing the film the teacher-coordinator should consider educational level, level of sophistication required of viewers, relevancy to Adult Basic Education's primary

objective of preparing students to take the G.E.D test, length of the film, amount of preparation required to prepare students. This last consideration poses a problem in that many students do not come to the Center on a predic table schedule.

Filmswill continue to be shown as they can be arranged. The last educational film, which was about themodern storage battery, was worth every bit of the time and effort to show it, since all students sat attentively and asked questions later about it.

While the above does not begin to document the genuine worth to both students and teacher - coordinators of this Library - A.B.E. Project, possibly it will give the reader a general idea of what it has meant to a number of people who have benefited.

Putnam County Learning Center Coordinator

JOINT ROLE QUESTIONNAIRE RESULTS

QUESTION 1. At the present time in your judgment, how much emphasis does your local public library put on services for disadvantaged adults.

Seventeen ABE Teachers Respond	September, 1972	May, 1973
Very little	59%	52.9%
Some	35%	41.7%
Average	6%	5.8%
A great deal	0	0
Top priority	0	0

QUESTION 2. At the present time, how does your local public library serve functionally illiterate adults? Check those of the following that you believe to be present services.

Seventeen ABE Teachers Respond		
Pre-test Sept.	Post-test May	
0	0	in-service training on service for functionally illiterate adults
29%	23.5%	reference skills while working with functionally illiterate adults
18%	23.5%	selection of adult high-interest, low-readability materials
12%	17.6%	bibliographies of high-interest, low-readability level materials
18%	17.6%	community agency referral

65%	70.5%	bookmobile service for the disadvantaged
0	0	storefront libraries
41%	35.2%	fill requests from functionally illiterate adults for materials
1%	05.8%	study centers
0%	05.8%	library home visits
12%	17.6%	circulating library collection to institutions
0%	35.2%	special ethnic sections
47%	11.7%	library aides
12%	05.8%	community aides
6%	05.8%	transportation to library
6%	58.8%	recruiting
59%	47%	paper backs
47%	05.8%	pamphlets
12%	23.5%	programmed instruction
29%	0	coordination of services with other agencies

QUESTION 3. How would you judge the overall quality of library services for functionally illiterate adults? Circle one.

Seventeen ABE Teachers Respond	September, 1972	May, 1973
Poor	35%	35.2%
Fair	41%	0
Average	0	32.3%
Good	0	05.8%
Excellent	0	0

QUESTION 4. At the present time how do you believe local adult education programs serve functionally illiterate adults? Check those appropriate.

Sept.	May	
100%	100%	instruction in classes
100%	100%	programmed instruction
71%	58.8%	especially trained staff
71%	70.5%	recruiting
59%	52.9%	use of coping skills materials in classes
0	52.9%	community referral
71%	76.4%	study centers
47%	41.1%	coordinated services with other agencies
6%	0	transportation
47%	41.1%	volunteers
12%	11.7%	home-bound instruction
59%	52.9%	employment information
94%	94.1%	learning centers

QUESTION 5. How do you judge the overall quality of local adult education services for functionally illiterate adults? Circle one.

Seventeen ABE Teachers Respond	September, 1972	May, 1973
Poor	0	0
Fair	0	0
Average	18%	23.5%
Good	41%	35.2%
Excellent	41%	41.1%

QUESTION 6. Do you think libraries and adult education can provide coordinated service for functionally illiterate adults?

Seventeen ABE Teachers Respond	September, 1972	May, 1973
Yes	94%	88.2%
No	0	0

QUESTION 7. How do you think the two services could be coordinated? Check appropriate ones.

Sept.	May	
94%	88.2%	joint public relations for educational services for adults
82%	76.4%	joint staff communication
76%	64.7%	joint assessment of reading interests and needs of adult learners through the use of readers' profiles
71%	70.5%	joint recruiting
59%	58.8%	joint use of space and facilities
71%	76.4%	joint training for service to functionally illiterate adults
59%	41.1%	coordination in issuing library cards
71%	70.5%	joint assessment of library and ABE staff needs in working with functionally illiterate adults
71%	64.7%	use of volunteers
71%	64.7%	joint selection of materials
71%	70.5%	joint evaluation of materials
35%	94.1%	joint use of bookmobile services
71%	70.5%	joint coordination of community agency referral services
76%	70.5%	joint development of bibliographies of adult high-interest, low-readability material

QUESTION 8. Who do you feel would benefit most from a coordination of services? Check one.

Sept.	May	
6%	05.8%	Library staff
24%	23.5%	ABE staff
71%	76.4%	Client of patron

JOINT ROLE QUESTIONNAIRE RESULTS

QUESTION 1. At the present time in your judgment, how much emphasis does your local public library put on services for the disadvantaged adults?

Librarians Respond	September, 1972 (55 librarians)	May, 1973 (35 librarians)
Very little	20%	12%
Some	33%	9%
Average	44%	59%
A great deal	4%	15%
Top priority	0	0

QUESTION 2. At the present time, how does your local public library serve functionally illiterate adults? Check those of the following that you believe to be present services.

16%	24%	in-service training on service for functionally illiterate adults
16%	32%	reference skills while working with functionally illiterate adults
45%	76%	selection of adult high-interest, low-readability materials
31%	44%	bibliographies of high-interest, low-readability level materials for adults
13%	59%	community agency referral
45%	65%	bookmobile service for the disadvantaged
16%	35%	storefront libraries
51%	62%	fill requests from functionally illiterate adults for materials
4%	35%	study centers

24%	35%	library home visits
29%	38%	circulating library collection to institutions
18%	21%	special ethnic sections
31%	32%	library aides
4%	0	community aides
5%	26%	recruiting
2%	26%	transportation to library
15%	26%	volunteer services in library
64%	82%	paper backs
56%	91%	pamphlets
2%	18%	programmed instruction
24%	53%	coordination of services with other agencies

QUESTION 3. How would you judge the overall quality of library services for functionally illiterate adults? Circle one.

Librarians Respond	September, 1972 (55 librarians)	May, 1973 (35 librarians)
Poor	13%	0
Fair	29%	21%
Average	22%	47%
Good	7%	26%
Excellent	0	0

QUESTION 4. At the present time, how do you believe local adult education programs serve functionally illiterate adults?

Sept.	May	
56%	65%	instruction in classes
42%	53%	programmed instruction
47%	56%	especially trained staff
18%	38%	recruiting
16%	38%	use of coping skills materials in classes
33%	44%	community referral
53%	53%	study centers
15%	26%	transportation
31%	18%	coordinated services with other agencies
22%	21%	volunteers
7%	0	home-bound instruction
27%	29%	employment information
62%	71%	learning centers

QUESTION 5. How do you judge the overall quality of local adult education services for functionally illiterate adults? Circle one.

Librarians Respond	September, 1972 (55 librarians)	May, 1973 (35 librarians)
Poor	16%	0
Fair	29%	18%
Average	33%	35%
Good	11%	24%
Excellent	4%	0

QUESTION 6. Do you think libraries and adult education can provide coordinated service for functionally illiterate adults?

Librarians Respond	September, 1972 (55 librarians)	May, 1973 (35 librarians)
Yes	88%	30%
No	0	0

QUESTION 7. How do you think the two services could be coordinated? Check appropriate ones.

Sept.	May	
67%	35%	joint public relations for educational services for adults
%		
69%	59%	joint staff communication
53%	18%	joint assessment of reading interests and needs of adult learners through the use of readers' profiles
33%	24%	joint recruiting
56%	53%	joint use of space and facilities
51%	35%	joint training for service to functionally illiterate adults
62%	62%	coordination in issuing library cards
47%	56%	joint assessment of library and ABE staff needs in working with functionally illiterate adults
38%	26%	use of volunteers
62%	41%	joint selection of materials
45%	41%	joint evaluation of materials
56%	53%	joint use of bookmobile services
42%	41%	joint coordination of community agency referral services
55%	41%	joint development of bibliographies of adult high-interest, low-readability materials

QUESTION 8. Who do you feel would benefit most from a coordination of services? Check one.

Sept.	May	
5%	9%	Library staff
5%	15%	ABE staff
78%	71%	client or patron

MONTHLY CIRCULATION FIGURES CATEGORIZED BY DEWEY DECIMAL SYSTEM FOR
Barboursville Public Library, W.V.
Putnam County Public Library, W. V.
Bookmobile - Circulation for Four ABE Classes

		Gen. Works	Philosophy	Religion	Sociology	Language	Science	Useful Arts	Fine Arts	Literature	History	Travel	Biography	Non-Fiction: Mystery	Non-Fiction: Love	Non-Fiction: Western	Non-Fiction: Sc. Fiction	Gen. Fiction	TOTAL
Oct. 1972	Barboursville				1			1	2					2				13	19
	Putnam County																		
	Bookmobile			2	1				4		1			3	5	2		5	23
Nov. 1972	Barboursville		1	1	1	5		10	7	1	2		3		3			13	47
	Putnam County																		
	Bookmobile			3	8			2	6		3	2	2	6	10	3		26	71
Dec. 1972	Barboursville			1	1	1		3	3	1	3		3	2	8			5	31
	Putnam County																		
	Bookmobile							4	2		3		2	6	15	2		9	43
Jan. 1973	Barboursville		1	1		1	3	8	5	2	2	5	3	1	12			13	57
	Putnam County	2			3			13	6	1	1		1						
	Bookmobile													2	19	3	1	19	71
Feb. 1973	Barboursville			1			5	10	1				1		5			9	32
	Putnam County				3			12	4									7	26
	Bookmobile		2	6	5		6	6	6	5			3	2	18	2		24	85
Mar 1973	Barboursville				1		2	2		1			2		10			24	42
	Putnam County				19		6	11	2		9			2	2	1		19	71
	Bookmobile			8	8		3	8	11	6	2	1		9	18	9		24	107
Apr. 1973	Barboursville			3	2			5		1	2		4		5			33	55
	Putnam County			1	2		2	10	1	1	1		2					28	50
	Bookmobile		1	6			1	2	2	7			1	5	11	10	2	25	74
May 1973	Barboursville																		
	Putnam County																		
	Bookmobile			6	2		1	6	3	2	12	4	7	13	38	5	1	24	125
TOTAL for Participating Libraries		2	5	41	57	7	29	113	65	28	44	12	34	53	179	37	4	320	1030
Yearly TOTAL for Barboursville			2	7	6	1	10	39	18	6	9	5	16	5	43	-	-	110	283
Yearly TOTAL for Putnam County			-	1	24	-	8	33	7	1	12	-	2	2	2	1	-	54	147
Yearly TOTAL for Bookmobile		2	3	33	27	-	11	41	40	21	23	7	16	46	134	36	4	156	600
TOTAL																			1030

READER PROFILE MATERIALS REQUESTS

FICTION:

Adams, Clifton	Hard Times and Arnie Smith	Doubleday	$2.95
Alcott, Louisa M.	Eight Cousins	Little	5.95
Alexander, Lloyd	The High King	Harper	3.97
Appel, Benjamin	We Were There At the Battle of Bataan	Grosset & Dunlap	2.95
Baldwin, James	No Name in the Street	Dial	5.95
Banner, Angela	Around the World with Ant and Bee	Watts	1.95
Blough, Glenn	Soon After September	McGraw	3.22
Bjorn, Thyra	Then There Grew Up a Generation	Bantam Books	.95
Butterworth, Michael	The Black Look	Doubleday	4.96
Cadell, Elizabeth	The Fox from his Lair	Morrow	5.95
Camp, William	Night Beat	Vanguard	4.95
Carroll, Ruth	The Chimp and the Clown	Walck	4.00
Caudill, Harry	Dark Hill and Westward	Little	7.95
Chesterton, Gilbert	Luther Brown Mystery Stories	Dodd	3.50
Costain, Thomas	Darkness and the Dawn	Doubleday	6.95
Currwood, James	Kazan, the Wolf Dog	Grossett & Dunlap	2.95
Douglas, Jack	The Neighbors are Scaring My Wolf	Avon	.75
Doyle, Arthur C.	Sherlock Homes: Selected Stories	Oxford University	2.25
Duncan, Robert	The Day the Sun Fell	Pinnacle Books	1.25
Egan, Lesley	Paper Chase	Harper	5.95
Elfman, Blossom	The Girls of Huntington House	Houghton Mifflin	5.95
Fairbarin, Ann	Five Smooth Stones	Crown	6.95
Felsen, Henry G.	Boy Gets Car	Random	3.50
Forbes, Esther	The Running of the Tide	Houghton Mifflin	7.95
Fox, John Jr.	The Little Shepherd of Kingdom Come	Grossett& Dunlap	2.95
Gibson, Fred	Old Yeller	Harper	7.95
Goudge, Elizabeth	Dean's Watch	Coward	6.95
Grace, Nancy	Earrings for Cecelia	Pantheon	3.19
Grey, Zane	Wanderer of the Wasteland	Pocket Book	.75
Heller, Joseph	Catch 22	Simon & Schuster	7.95

Hoff, Syd	My Aunt Rosie	Harper	$3.50
Hoff, Syd	Where's Prancer	Harper	4.43
Kerr, Jean	Please Don't Eat the Daisies	Doubleday	3.50
Keys, Frances P.	Victorine	Avon	.95
Lafferty, R.A.	Strange Doings	Schribner	5.95
London, Jack	The Call of the Wild	Grosset & Dunlap	2.95
Martin, Robert	Yesterday's	Doubleday	5.95
Munro, James	Innocent Bystanders	Knopf	5.95
Porter, Gene Stratton	Girl of the Limberlost	Grossett & Dunlap	3.50
Porter, W.S.	Best of O'Henry	Platt	3.50
Raucher, Herman	Summer of '42	Putnam	5.95
Slaughter ,Frank G.	The Crown and the Cross	Popular	.95
Slaughter, Frank G.	A Savage Place	Pocketbook	.95
Slaughter, Frank G.	Thorn of Arimathea	Pocketbook	.95
Steinbeck, John	East of Eden	Viking Print	7.95
Stowe, Harriet B.	Uncle Tom's Cabin	Dutton	2.25
Street, James	Good Bye My Lady	Lippincott	6.95
Stuart, Jesse	Come Back to the Farm	McGraw	6.95
Stuart, Jesse	Come Gently Spring	McGraw	5.95
Stuart, Jesse	Dawn of Remembered Spring	McGraw	6.95
Tarr, Herbert	Heaven Help Us!!!	Random	4.95
Thomas, Maude M.	Sing in the Dark	Harper	2.95
Tonks, Rosemary	The Way Out of Berkeley Square	Gambit	4.95
Warner, Gertude C.	Mystery Ranch	Whitman	3.50

NON-FICTION:

Bauer, Ernest W.	The Mysterious World of Caves	Watts	5.95
Buck, Pearl S.	My Several Worlds	Day	10.00
Buck, Pearl S.	The Kennedy Women	Pinnacle	1.50
Blish, James, editor	Nebula Awards Stories Five	Doubleday	4.95
Boyd, Malcolm	Are You Running With Me, Jesus	Harper	3.95
Bryant, Anita	Mine Eyes Have Seen the Glory	Revell	3.95
Callie, Vivienne	Make-it-yourself Boutique	Pocketbooks	.95
Cardwell, Paul	America's Camping Book	Scribner	10.00
Chilton,	Auto Repair Manual	Wehman	15.00
Christie, Agatha	Third Girl	Pocketbooks	.95
Coombs, Charles	Motorcycling	Morrow	4.25
Coudert, Jo	Advise from a Failure	Stein & Day	5.95
Cox, Wally	My Life as a Small Boy	Simon & Schuster	3.00
Coy, Harold	Presidents	Watts	3.95

Crocker, Betty	Betty Crocker's Good and Easy Cookbook	Western	3.50
Dairymple, Bryon	Survival in the Outdoors	Dutton	6.95
Duncan, David D.	War Without Heroes	Harper	14.95
Elliot, Raymond	Fundamentals of Music	Prentice Hall	5.90
Faraday, Ann	Dream Power	Coward	6.95
Ginott, Haim G.	Between Parent and Child	MacMillian	5.95
Graham, Billy	My Answer	Doubleday	3.95
Gross, Jocelyn P.	The Thomases Live Here	Harper	1.88
Guggisbert, C.A.	Man and Wildlife	Arco	12.50
Hall, Pamela	Head you Lose	Hawthorn	4.95
Hartkoph, Roy	Math Without Tears	Emerson	6.95
Hay, Jacob	Autopsy for a Cosmonaut	Little	6.95
Hickerson, Harold	The Sioux Indians	Garland	21.00
Hobbs, Lottie	Daughters of Eve	Harvest Publishing Company	2.25
Hunter, Beatrice T.	Natural Foods Cookbook	Simon & Schuster	2.95
Knight, Michael	In Chains to Louisiana	Dutton	4.50
Laurel, Alicia B.	Living on Earth	Random	7.95
Masterton, Elsie	Blueberry Hill Menu Cookbook	Crowell	4.95
McCall's Editors	McCall's decorating Book	Random	12.95
Steele, William O.	The Story of Daniel Boone	Grosset & Dunlap	2.79
Noll, Edward M.	Second-Class Radiotelephone License Handbook 4th ed.	Howard W. Sams & Co.	6.50
Neibling, Richard F. Editor	A Journey of Poems	Delacorte	3.95
Noone, Edwina	Corridor of Whispers	Ace Books	.95
Pope, Edwin	Ted Williams	Manor Books	.75
Porter, Eliot	Birds of North America	Dutton	25.00
Rendel, John	The Horse Book	Arco	3.50
Roberts, David	Deborah: A Wilderness Narrative	Vanguard	6.95
Seeger, Pete	How to Play the 5-Strong Banjo	Quick-Fox	3.95
Segal, Erich	Love Story	Harper	4.95
Snyder, Gloria P.	Reminiscences	Dorrance	2.50
Spock, Benjamin	Feeding Your Baby and Child	Pocketbook	.75
Stone, Irving	The President's Lady	Doubleday	6.95
Stuart, Jesse	Plowshare in Heaven	McGraw	5.50
Surge, Frank	Famous Spies	Lerner	3.95
VonSenger, F.M.	German Tanks of World War II	Stackpole	11.95
West, John W.	The Case for Astrology	Penguin	1.65

CASE STUDIES
Putnam County Library

JIM

Jim lives with his mother, step-father and brothers. Their living conditions and opportunities for betterment are poor. Jim seems to have been in bad health since infancy. He was absent many times in school because of illness, says he has a bad heart and was hit by a car about two weeks before I met him.

Jim began studying at the Vinson Adult Learning Center in September of 1972, and was a very determined and persistent student. He would walk or ride a bike to the Center, be there when they opened, and remain until closing time, every day.

His abilities were limited, and he was studying the simplest materials. He would do fairly well one day and come back the next day and not remember anything from the day before.

He is a talker and tells some pretty "tall tales" at times. He says he walked from Lexington, Kentucky, to Huntington, West Virginia, a distance of 137 miles, in two hours.

The instructors at the Learning Center have heard so many of his stories that they don't know when to believe and when not to believe. Jim's nickname is "Gabby."

It was mentioned that perhaps both Jim and his friend, John, needed glasses to have more success in their education. After that Jim held his paper very close to his face, rubbed his eyes, and complained of not being able to see. Not once had this happened before mentioning glasses.

Jim became ill and missed several days at the Center. His friend John would not come without him. Both stopped coming to the Center.

It was suggested having their learning materials available in the West branch of the Huntington Public Library to make it more convenient for them to get to a place to study. The Learning Center is about two miles from their houses and the library is one block away.

The librarians said they would not mind having students at the library and would even help if a student had trouble with his lessons. Our ABE project would furnish the materials necessary, including paper and pencils. I offered to go to the library to introduce the students to the librarians and even help them for a couple of weeks.

Jim said "No." He then said, "That's the trouble with the people today--taking the easy way."

He did not want to go to the library; he would rather go to the Center, which is understandable; he knows the center and is used to the teachers. However, he has no way of getting there. Neither he nor his step-father drive, the mother cannot leave her husband alone at any time, and he cannot walk very far without his hip hurting or occasionally falling down.

He has not been back to the center at all.

JOHN

I first met John at the Vinson Adult Learning Center which he was attending with a friend. He seemed shy and very embarrassed. After a while he loosened up and was quite easy to talk with. The friend has since stopped going to the learning center.

John could not write his name correctly when he first came to the center and he still prints most of the time.

He writes poetry which, although it has misspellings and bad grammar, is quite meaningful and thought-provoking.

He likes to draw and is very good. Most of his drawings are enlarged copies of the comics from the newspaper, which seem to be the only reading materials he has access to.

For a while, John and a friend went to the Learning Center every day from 1-5 and three nights a week from 6-9 even though the only transportation they had was riding a bike or walking. Then the friend became sick and John would not go alone.

I talked to both of them about the possibility of having their learning material available at the West Library, which is one block away from their homes, so they would not have to walk two or three miles in order to study. The friend said definitely no. John thought it was a good idea.

I talked to John again and it was agreed that he and his brother Garry would both try to get to the Learning Center.

I met them at the center that day, the week before Christmas vacation, and they both went right to work.

They have not been back since. This may be due to the fact that the center was closed for a week and a half for Christmas and New Year's break and, also, the weather has been too rainy and cold for them to walk to the center.

Hopefully they will continue with their education and progress to where they can pass their GED test. I wish this especially for John, because he has a potential which will be lost otherwise.

WAYNE

A WIN student, who drives the van, was so timid that when he came into the library for the first few times, he would go in the back as far as he could get and stand until the van loaded to go back to Winfield. We tried to talk to him but he didn't have anything to say. One morning he came in and I asked him if the van was hard to drive. He started talking about the van and told me all about it. I suppose he thought we weren't interested in him. He now comes in and talks all the time. He also has been checking out the country and western records and magazines about cars.

CONNIE

Connie is a very shy girl. She came several weeks and didn't have much to say. She would get a book or two and go out and get on the van. When we finally got her to talking, she informed us that she was getting married. She made a telephone call to us to be sure and save the county newspaper for her--she wanted to see her name in the marriage license applications. We did, and she was thrilled to see her name in the paper. She came back later and wanted to know how to make a meatloaf. We told her and also got the cookbook with the recipe in it. She came back later and told us that it was good and her husband ate it all. She is only 16 years old. She came back later and wanted to know how to make drapes for her mobile home. I got a book that told how to make drapes for her home. We felt that we had contributed quite a lot to these people when we realized their particular needs.

MRS. HUGHS

Mrs. Hughs taught herself to crochet from one of our books.

ED

Ed is a dropout from school, a very small boy for his age. He loves to ride in the van, so sometimes he comes for both trips from the center. He likes to look at the pictures in the magazines. One day I gave him three magazines for his own. He was very pleased.

SANDY

Sandy is one of the oldest (over 60) students at the Barboursville Adult Learning Center. She is a favorite of all the students and teachers because of her determination to learn, her interesting life style, and her unfailing energy. Also because of a physical handicap--total deafness--she tries hard to communicate effectively and to understand others. She loves meeting people and is very outgoing.

Sandy walks several miles each day, including to and from the learning center where she spends ten hours per week. She has a slant board in her trailer (she lives alone as a widow), and exercises regularly in a black leotard. She considers herself a "health nut," and actually is in very excellent physical condition for her age. Her other activities include membership in the Farm Womens' Bureau and the Senior Citizens Club. She also spends much time with friends and family; her many step-children visit her often and invite her to their homes, too. She has a son living in Barboursville and they have devised a communications code. If the piece of paper in the front window of her trailer is green, he goes by without stopping; but if it is red, it means she needs to talk to him so he stops on his way.

Sandy has lived a life rich with experiences including many years as a school teacher in the coal fields of West Virginia. Her deafness has steadily increased as a result of damage to the nerve endings during an attack of scarlet fever in her youth. Now she cannot even use a hearing aid since the loss is almost total, and yet she considers herself fortunate when she thinks of people who are blind.

She loves to travel, especially flying, and she often takes week-end trips to New Jersey to visit her boyfriend. She lives by a limited budget since her only income is a social security payment. In fact, the first time we met she thought I was from "Friends of the Library" soliciting money and sorrowfully said she couldn't contribute anything, but wished she was able to financially. She spends a lot of time on free activities such as attending community sports events, collecting poetry, and participating in ecology campaigns. Sandy has been attending the Barboursville Adult Learning

Center for fifteen months. She is now working in the last book of a programmed French course and will probably study astronomy next.

One of the many interesting "conversations" we had was about the French language. (Sandy is in her third semester of lip reading at Marshall University's Speech and Hearing Center, so "conversations" include lip reading and writing down difficult words. She was interested to hear about my sister's travels since my sister is working on her doctoral degree in twentieth century French literature at Columbia University. Sandy has a daughter who lives in New York City, also.

Sandy is a friendly and intelligent woman. I enjoy our conversations at the learning center, and I feel fortunate to have met a person with her resistance to depression and perseverance in attaining knowledge from books and life's experiences. The fact that she leads such a fulfilling life in retirement is immensely inspiring to me and others who know her.

JANICE

Janice is a nineteen-year-old student at the Barboursville Adult Learning Center. She travels 7-10 miles one way from her home in Ona, West Virginia (where she lives with her parents) to the Center in Barboursville. Usually she rides the bus unless she can find someone driving that way. She doesn't drive and transportation is a major problem in all of her activities. Janice graduated from Barboursville High School in 1970 and has been a student at the Center for about 28 months. Her reading level is at least Grade 12--at the Barboursville Center no testing is done for high school graduates unless requested by the student.

She first came to the Center because she hadn't found a job after graduation and was interested in nurses' training. The center coordinators encouraged her interests and after studying all the center's materials on general science and medical technology, she applied for the practical nursing course at the Vocational Training Center at Huntington East High School. She took the two required entrance examinations and passed, and then she arranged the personal interviews necessary. The Center coordinators also helped by providing transportation for her interviews by driving her to Huntington. Unfortunately, the class became overloaded so Janice was unable to begin her training program in the fall. She is ready--and eager--to start in the class next September. In the meantime, she spends approximately 20 hours per week at the Center.

When I first met Janice she was finishing up a programmed course in transcription of shorthand. She has already taught herself to type (as adequately as possible on the antiquated manual typewriter at the center)

and read and write Gregg shorthand. She thought the typing would help her with school work in the future.

Jan has read almost all the materials at the center at one time or another. Most recently she is studying Spanish at the Center. She was already a regular library patron when the project started as were most of the students at the Barboursville Adult Learning Center. She did, nevertheless, accept a new library card when offered during a friendly conversation we had one morning.

Jan is very likable and attentive. She is apparently intelligent and well-read for a person of her age and limited experience. She spends much time at home since she doesn't drive, and sometimes gets rides with her father, a factory worker, if it coincides with his shift hours. She has been reluctant to go very far from Ona for further school or job opportunities because of this transportation problem. The Center coordinators are certain that she could succeed in a regular nursing school leading to an RN degree, but since she chose the Huntington East program and was accepted there they are happy to reinforce her decision. I am sure, and they are, that Janice will excel in her studies and hopefully gain the opportunity to develop her skills and intellect.

OPINIONS ABOUT PROJECT

Reference Objective 1: (To identify materials needs of ABE clients)

Many of the ABE students at the Putnam County Adult Learning Center were interviewed by teacher-coordinators and profile sheets were completed. Many were not interviewed, partly because the press of ABE duties to many students necessitated concentration on the main work of the Center, basic education leading to successful completion of the G.E.D. test. As teacher-coordinators became better acquainted with the new students, they were able to suggest use of library facilities to aid in "coping" and to set an example of library use to solve personal problems, to fill other "need to know" situations--how to knit, how to plan a special meal, or leisure reading, to name a few.

A clarification of ABE "clients" at Putnam County Adult Learning Center: we have some WIN and NYC ("welfare") students; we also have volunteer students whose abilities range from non-reader to doctoral-degree candidate, percentagewise about 50-50. All were included in the offer of library privileges. In a sense, all rural-dwelling persons are disadvantaged in that they do not have ready access to library facilities. There is no public transportation in Putnam County that would serve persons who wish to use library facilities now available.

When it was determined that the Community Action bus could be used to transport ABE and other persons to the library each week (Reference Objective 9), this was widely publicized. So far as can be determined, only one person other than Learning Center persons has used the bus thus provided. Learning Center students look forward to the weekly trip to the library, and library personnel have voiced favorable comments about their visits. (Specific remarks are not included in this report since librarians have said they will include descriptions in their reports.) Students have indicated that rapport was established at the library during the weekly visits, a tribute to the efforts of the Putnam County librarians.

Reference Objective 6: (To develop community referral services to help ABE students cope with their present life problems)

The community directory, which was so ably developed by the Library Project-ABE staff, has been issued so recently that assessment of its worth cannot be made at this time. However, it appears valuable reference, especially in Putnam County where many of the community services are not available in the county and residents must use a service in one of the adjoining counties. An example of this is the Department of Employment Security, available in either Cabel or Kanawha but not available in Putnam County. There are no hospital facilities in Putnam County; the directory is valuable to the newcomer in this instance.

Reference Objective 7: (To provide public library materials to students at ABE centers)

Teacher-coordinators at the Putnam County Learning Center advise that students use the library materials that have been placed there, and in addition they request other materials when desired. Reports are that many of the books borrowed are shared with others in the student's family, also shared with neighbors and friends, so that an accurate count of usage is next to impossible.

Most of the give-away pamphlets of household tips were very popular, probably were shared at home with others in the family and with neighbors.

To assess the worth of the program is difficult without having direct contact with users of the library service offered. If only one ABE student has learned the worth of the library facilities to his everyday life, the project has been worth it. Not only have many individual students learned how useful library services can be in their everyday lives, but whole families have acquired the library habit. Whether the habit can be and will be continued when the project ends remains to be seen. At least, the project has provided much-need enrichment to the Learning Center students of Putnam County.

At least one program of materials introduced to the Putnam County Learning Center has proved a valuable addition: The Cyclo-Teacher is popular with many of the students, especially the program relating to spelling techniques and grammar usage.

Criticism: Not everyone was interested in films shown at the learning center. This will hurt the enrollment and finally turn people away from the center.

Area Supervisor
Putnam, Mason and Kanawha
Counties

INTERNATIONAL RECOGNITION

DEPARTMENT OF STATE
Washington, D.C. 20520

September 18, 1972

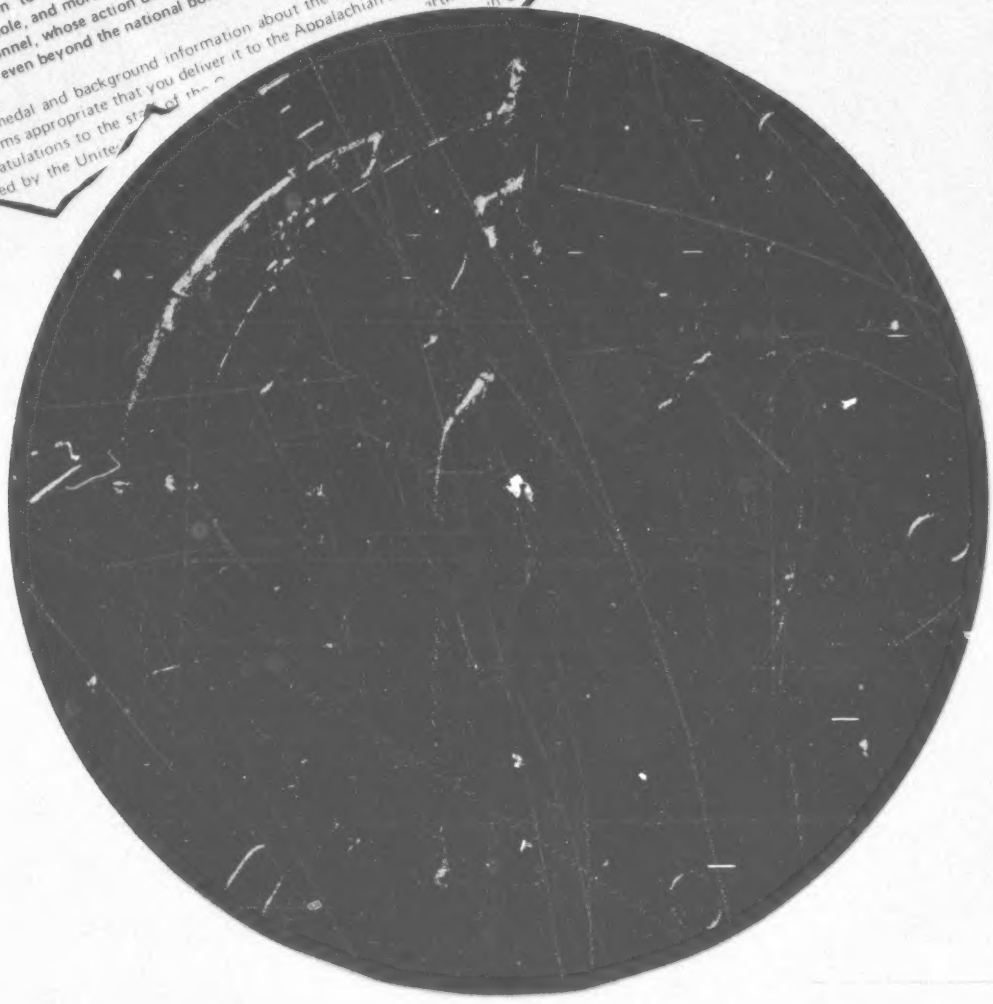
Dr. Robert M. Worthington
Associate Commissioner
Bureau of Adult Vocational and
Technical Education
Office of Education
7th & D Streets, S.W.
Washington, DC 20201

Dear Dr. Worthington:

At the ceremonies commemorating International Literacy Day at UNESCO on September 8, 1972, the U.S. Acting Permanent Representative to UNESCO, Mr. Rupert Prohme, accepted the award from Director-General Rene Maheu for the literacy work carried on at the Appalachian Adult Education Center. In the announcement of honorable mention of the Center by the jury of the Mohammad Reza Pahlavi Prize the following citation was made:

"The Jury, conscious of the need to reward, make known and encourage the many efforts and activities devoted to literacy teaching which may inspire others and encourage emulation, has decided to award honorable mention to the Appalachian Adult Education Center, United States of America, for its activities as a whole, and more especially for its methodological research and its training of various types of literacy personnel, whose action does not cover only the Appalachians but sometimes extends beyond this region and even beyond the national border."

I am sending the medal and background information about the Pahlavi Prize received by the U.S. representative to you because it seems appropriate that you deliver it to the Appalachian Adult Education Center. We should like you to convey congratulations to the staff of the Center for the honor which has been received by the United States in our [illegible] Department of State for the hon[illegible]



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